

# Nobi Group Case Study

EDUCATION | Data-Driven Solutions for Increasing Student Performance

## Boardroom to Classroom

By The Numbers:

2

SIMULTANEOUS  
DESIGNS

22

INTERVENTIONS

4,194,304

COMBINATIONS

10%+

GROWTH  
IN NATIONAL RANKINGS

As political figures began focusing more attention on standardized testing in 2001 with the passage of the No Child Left Behind Act, School Districts were left trying to figure out how to maximize both student education and test scores. Nobi's educational work covers about a dozen projects in 2012 alone, with 1/3 funded by Nobi under our research program for important education and healthcare initiatives.

Our work features multi-channel designs extensively, in view of the several levels that academic performance is impacted from—school-wide, class-wide, teacher-specific, system-wide, and so on. While many districts have difficulty pinpointing the right formula, Nobi's techniques allow educational clients to augment scores by testing different theories and methodologies to increase real academic performance through innovative learning.

**WHY WORK WITH NOBI?** Our educational clients objectively evaluate best-practices and invent their own paradigm of proven instructional models. Nobi works to design a comprehensive test of education philosophies to provide system-wide best practices. Through statistical design, school districts can create a tailored, highly-tuned instructional model that focuses on gaining improvement with the resources available, and the students within the system.

**AMONG THE FINDINGS:** In one recent case, a simultaneous pair of designs (a 32-run and a 16-run) were used with several hundred students. This pair of designs can test up to 22 interventions evaluating 4,194,304 different teaching/learning strategies. As the experiment was running, the district saw marked improvement on standardized tests and academic performance. This propelled the district to a double-digit percentage increase among national rankings.

The results found six tactics important with the largest coming from a new way to run classes (that was easy to switch to with perhaps 5-minutes preparation). That tactic interacted with a strengthened approach to self-study (that enjoyed support and convictions from about half the teaching staff, against equally strong objections from others) in such a way as to nullify and slightly reverse the advantage of the new classroom approach. In implementation then the new way to teach was adopted (along with the four other tactics: two done by students, two by teaching staff) but the self-study change was dropped.

